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Know Your State Educational Program

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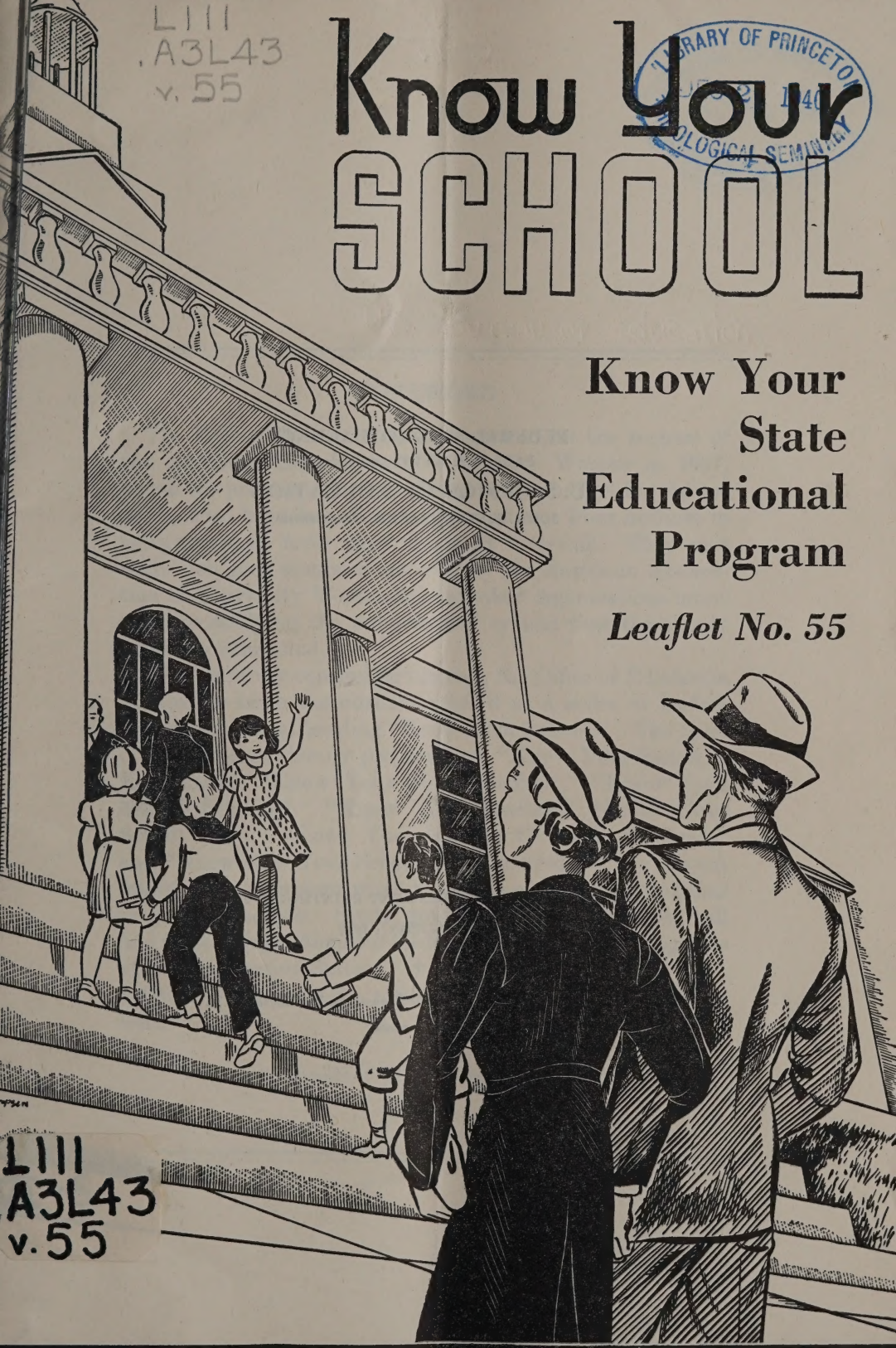

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FEDERAL SECURITY AGENCY
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UNITED STATES GOVERNMENT PRINTING OFFICE
WASHINGTON : 1940

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FOREWORD

The United States Office of Education, at the request of the American Association of University Women in 1937, began the preparation of a series of study outlines for the use of the local branches of that organization. Four outlines in mimeographed form were issued at intervals. They met with such good response not only by the American Association of University Women but by other organizations interested in studying the public-school system that the supply was soon exhausted.

In view of the continuing interest, the Office of Education decided to have the outlines printed as a series of leaflets under the general heading "Know Your School." The titles of the outlines already prepared are "Know Your Board of Education," "Know Your Superintendent," "Know Your School Principal," "Know Your Teacher," "Know Your School Child," "Know Your Modern Elementary School," and "Know How Your Schools Are Financed." The present leaflet aims to present what the State educational programs in general include. Study groups using this material will find a list of suggestions for the study of educational programs of their respective States.

Other outlines in the series will be issued from time to time.

Bess Goodykoontz,
Assistant U. S. Commissioner of Education.

KNOW YOUR STATE EDUCATIONAL PROGRAM

By

W. S. Deffenbaugh
Chief, Division of American School Systems

THE TERM "State educational program" is used advisedly, since education is not a function of the Federal Government nor of the local political units within the State. The tenth amendment to the Constitution of the United States provides that "The powers not delegated to the United States by the Constitution nor prohibited by it to the States are reserved to the States respectively, or to the people." Since education is not mentioned in the Constitution, the Tenth Amendment has been interpreted as leaving to the several States the responsibility of providing public education. This responsibility having been left to the States, each of the States has provided in its constitution for the establishment of a system of public education and in accordance with the provisions of the constitution each of the State legislatures has established a State system of education. They have, however, established local school districts and have given them much responsibility in the organization and management of the schools. But even if school districts are required or authorized to establish various kinds of schools and to support and administer them, education cannot be regarded as a local function. Court decision after court decision has made it clear that education is a State and not a local function. In the final analysis the control of and the responsibility for education resides in the State. Whatever powers may be delegated to the localities, the State government is responsible for the way the localities use such powers.

The State legislatures in establishing systems of public education have provided for various types of schools. In

a given State all of the various types are but parts of the whole school system.

SUGGESTIONS FOR INVESTIGATION AND DISCUSSION

1. How do you account for the fact that education is not mentioned in the Constitution of the United States?
2. What provisions does your State constitution make for the establishment of your school system?
3. During the past 50 years what changes have been made in your State constitution regarding education? Are any changes needed?
4. What types of schools are the school districts required by Legislative enactment to establish and support? What types of schools may the local school districts establish and support?
5. Trace the expansion of the educational program in your State from the time its public-school system was established to the present.
6. What court decisions have there been in your State relating to State and local control of education? Relating to the establishment of certain types of schools?

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What Provision Is There in Your State for Kindergarten and Nursery-School Education?

The kindergarten is generally considered the beginning of the elementary school course, but in 1936 only 614,408 children were reported as attending public kindergartens. This number represents but 28 percent of the total number of children in the country 5 years of age. Doubtless many more 5-year-old children are enrolled in the regular first grade, for some of whom a kindergarten type of program is provided. Most of the kindergartens are in towns and cities. The small number of children of kindergarten age in many rural school districts and the laws in some States which limit the establishment of kindergartens to towns and cities, or which require local taxes for their financial support, interfere with their establishment in many of the school districts.

The legislatures of 42 States have, however, considered the education of children 4 or 5 years of age of sufficient importance to warrant the enactment of legislation specifically providing for the establishment and maintenance of kindergartens as a part of the public-school system. The laws of 23 States authorize or require (under certain conditions) their establishment in any school district. In a few States school boards must establish kindergartens upon petition of a certain number of parents or upon a majority vote of the electors.

Local provisions governing the use of funds for kindergartens vary greatly among the different States. In approximately half of the States the general school fund may be used for the maintenance of kindergartens the same as for other grades of the elementary school system. In most of the other States kindergarten expenses are covered by special local tax levies.

Since most State laws either expressly or by implication make kindergartens a part of the public-school system, teachers of kindergarten classes in public-school systems are required to be holders of teachers' licenses or certificates. Although in 14 States kindergarten teachers may be required to have special State kindergarten certificates there is a tendency to have these certificates cover the unit of kindergarten and primary grades.

Public nursery schools are few in number. The few that exist have been organized principally in demonstration schools to give teachers, high-school students, and parents an opportunity to study the physical, intellectual, and social development of young children. The public-school systems in many communities, while not paying the salaries of nursery-school teachers, provide housing and other facilities for the W. P. A. emergency nursery schools.

SUGGESTIONS FOR INVESTIGATION AND DISCUSSION

1. Should boards of education in all school districts be authorized to establish kindergartens? Should they be required to establish and maintain kindergartens upon petition of a certain number of parents having children of kindergarten age? Upon a majority vote of the electors of the school districts?
2. At what age may children in your State be admitted to kindergarten?
3. May kindergartens be established in all school districts in your State? If not, in which classes of districts may they be established?
4. In how many school districts of your State are there kindergartens? How do you account for the fact that there are not more kindergartens in your State?
5. Are the kindergartens in your State included in the primary school unit?
6. How are kindergartens in your State supported? Is there a special local kindergarten tax, or are they supported from the general school funds of the district? Is there a special State appropriation for kindergartens? May they share in the general State appropriations for the public schools?
7. What provisions are there in your State for the certification of kindergarten teachers?
8. May public nursery schools be established in your State? If so, how many such schools are there? How are they financed? Are they supervised by the State department of education?

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What Provision Does Your State Make for Elementary Education?

Exclusive of the kindergarten the typical elementary school in 41 States consists of grades 1 to 8; in 4 States, of grades 1 to 7; and in 3 States there are both 7- and 8-grade schools. There are, however, many elementary schools that have but 6 grades. These schools are usually in the cities that have reorganized their schools with 6 elementary-school grades and 6 high-school grades, but in general the 8-grade school is the predominant type, especially in communities of 2,500 or less population.

The elementary schools are the schools that practically all the children attend. They are the schools for the masses and frequently referred to as the "common schools." In 1936 there were 22,749,351 children attending the public elementary schools of the country. These children represented 75 percent of the young people attending school as compared with 21 percent attending high school, and 4 percent attending college. Slightly more than half of the elementary-school children lived in rural communities or in towns of less than 2,500 population.

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In general, elementary schools are within reach of every child. There are, however, children in some of the remote and sparsely settled sections of the country who are not provided with elementary-school facilities, and in the poorer communities elementary schools are maintained with difficulty for only a few months a year.

Since the elementary school is attended by 75 percent of the young people in school one would expect that it would receive more attention than does any other type of school. This, however, is not always the case. Elementary-school teachers in general have had fewer years of college work than have high-school teachers; the amount spent per elementary-school pupil is less than that spent per high-school pupil; the number of pupils per elementary teacher is greater than the number per high-school teacher; and in many communities elementary-school buildings are not so well adapted to an elementary-school program as are the high-school buildings to the secondary-school program.

Many different subjects are taught in the elementary schools, but the tendency is to fuse or correlate certain subjects and not to teach one subject as if it were not related to other subjects. What is taught in the elementary school may be prescribed by the State legislature. In Pennsylvania, for example, the following subjects by legislative enactment shall be taught in every elementary school in the State: English, including spelling, reading, and writing; arithmetic; geography; history of the United States and of Pennsylvania; civics, including loyalty to the State and National Government; safety education; the humane treatment of birds and animals; health, including physical training and physiology; and music and art.

In some States the legislatures prescribe many subjects, in other States only a few; in some States the State boards of education prescribe certain subjects; and in still other States considerable freedom is given to local boards of education to prescribe the subjects to be taught. There is no State in which the school officials, either State or local, may not add subjects

to the list prescribed by the State legislature unless such subjects are expressly prohibited by law.

Whatever subjects may be included in the school program the commonly recognized goals of elementary education have included emphasis upon health, citizenship, character education, worthy home membership, mastery of the tools of learning, and worthy use of leisure time. Newer aspects of the educational program which are receiving attention from State departments of education include conservation, safety, radio and visual education, and extension of school library facilities.

Some States provide the local schools with certain materials of instruction, such as textbooks; and in some States the local school districts are required to provide textbooks and other materials of instruction.

The State has a responsibility also for providing instructional leadership in carrying out the educational program. This is done by supplying the services of members of the staff of the State department of education. Three-fourths of these departments have one or more staff members in the field of elementary or rural education. These staff members assist in establishing policies for the State as a whole, but actually they usually supervise the program only in small communities where no other elementary-school supervisor is available. In general, the State supervisor of elementary education works with county school superintendents. In a number of States special supervisors of art, music, physical education, and other subjects give direction to these fields of work. Several States which do not have an elementary or a rural school supervisor have a director of curriculum who performs some of the same functions as a supervisor.

In order to protect the schools against the employment of persons as teachers who have had but little scholastic or professional preparation, each of the States has provided for the certification of teachers. The laws of the several States specify a number of different administrative agencies and officers as respon-

sible for the administration of certification. Foremost among those specified are the State board of education and its executive officer, the State superintendent of education. These are specified as the sole authorities in more than half the States. In the remainder of the States, the State department of education or some division of the department, a State examining board, county board of education, county superintendent, or institutional authorities are also empowered in varying degrees to participate in the administration of certification.[1]

The minimum scholastic requirements for the certification of elementary-school teachers vary among the States, ranging from about 4 years of high-school work in a few States to about 4 years of college work in a few other States. The minimum standard most often set for the certification of elementary-school teachers is, however, 2 years of preparation above high-school graduation.

The elementary schools and also the high schools are financed from State, county, and local school funds. On an average for the country as a whole, 30 percent of the funds comes from State-wide sources, 7 percent from the county, and 63 percent from the local school districts within the county. The part of the cost carried by the State varies greatly among the States, ranging from less than 10 percent in 11 States to 50 percent or more in 6 States. Since assessable valuations vary greatly among the different local school districts within a State or even within a county, there is great inequality among them in their ability to provide educational facilities. As a result of this inequality the poorer school districts maintain schools that in no way measure up to schools of the wealthier districts. In order to provide more nearly equal educational opportunities many States have recently increased the amount of State funds and have provided for apportioning such increases in direct proportion to the financial needs of the local school districts.

[1] U. S. Department of the Interior, Office of Education, Development of State Programs for the Certification of Teachers. Washington, U. S. Government Printing Office, 1938. (Bulletin 1938, No. 12.)

SUGGESTIONS FOR INVESTIGATION AND DISCUSSION

1. What grades constitute an elementary school in your State?
2. What proportion of the young people attending school in your State are enrolled in the elementary schools?
3. Are there any children in your State who are not attending elementary school because schools are not provided for them? If so, how many such children are there?
4. What subjects are required by legislative enactment to be taught in your State? By the State board or the State department of education? What subjects are listed as permissive? What subjects are prohibited?
5. Is there a tendency in your State for the State legislature to add to the list of required subjects? If there is such tendency, at whose request have the subjects been added?
6. Should there be a uniform State elementary course of study, or should the State department of education prepare a guide in curriculum construction to be used by local school systems in preparing courses of study? Does your State have a uniform course of study? If so, is it organized on some other than a subject basis?
7. What are the objectives of elementary education in your State?
8. Are free textbooks and other materials of instruction provided at State or local expense?
9. What supervision of elementary schools is provided by your State department of education? For the so-called special subjects taught in the elementary schools?
10. What preparation is required for the certification of elementary-school teachers in your State?
11. How are the elementary schools of your State financed? What proportion of the funds comes from the State? From the county? From local districts?
12. What can be done in your State to improve the elementary schools located in rural areas? Schools attended by minority groups?

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What Provisions Are There for Public Secondary Education in Your State?

Public secondary education, as well as public elementary education, is a State function and every State makes provision for the establishment of public secondary schools. In the early days of the country private academies supplied secondary school facilities, but finally the people began to demand secondary school advantages at public expense. At first the growth of public secondary schools was slow. By 1900 there were but little more than half a million pupils enrolled in 6,000 public high schools. Since that time the rapid growth of the public high school has been one of the outstanding features in public education. In 1938 there were more than 6,225,000 pupils enrolled in more than 25,000 high schools, not including junior high schools and enrollments in such schools. In 1900 only 8.4 percent of the youth of the country 14 to 17 years of age, inclusive, were enrolled in the public high schools, in 1938 about 66 percent of the school population of these ages were attending such schools.

There have also been great developments in the educational programs of the secondary schools. In many schools in 1900 there was but one curriculum—the academic or college-preparatory and most of the subjects were required. There are now numerous curriculums or offerings. According to data collected by the Office of Education in 1934 there were 206 different offerings in the high schools of the country. No one school, however, listed all these courses. The small high schools offered few courses, and the large high schools many courses.

Some of the subjects taught in the high schools are prescribed by the State legislatures, or by the State school officials. Each local school system, however, has considerable option as to the subjects to be offered and as to the subjects to be required. In general, the required subjects are English, social studies, mathematics, science, and physical education. Foreign languages, the fine arts, and all types of vocational work are generally elective. There may, however, be curriculums in which some of these subjects are required of the pupils who elect certain curriculums.

In every State there are publicly supported vocational schools or classes that are carried on as part of the secondary school program. Many of these schools are operated as departments of the high schools, and others are set up in separate buildings and are known as vocational high schools or trade schools. In the vocational schools and classes instruction is offered in four fields: Agriculture, the trades and industries, home economics, and the distributive occupations. In every State vocational education receives special State support. The Federal Government also makes appropriations to the States to help carry on their vocational educational program.

High schools as originally organized consisted of four grades, and this is still the predominant type of high-school organization. However, there has been within comparatively recent years a tendency to organize junior high schools usually consisting of grades 7, 8, and 9, and senior high schools consisting of grades 10, 11, and 12; or to organize undivided high schools consisting of grades 7 to 12, inclusive, and other types.

Practically all States by law permit school districts generally to establish and maintain junior high schools. "In most States the right of school districts in general to establish and maintain grades usually embraced by junior high schools existed prior to legislation specifically relating to the subject. The laws did, however, remove doubts from the minds of educators as to the authority of school districts to establish junior high schools or to reorganize their traditional high-school systems by

establishing a new and separate high-school division extending downward and embracing one or more years of instruction immediately preceding the regular 4-year high school." [2] There has also been a tendency to extend the secondary school upward by establishing junior colleges.

There may not be complete agreement that public junior colleges should be considered as part of the secondary school system. They are sometimes thought of as the first unit of higher education. If it were their purpose to offer only the subjects usually included in the first 2 years of the 4-year college they might properly be considered a part of the higher educational system, but their purpose is also to offer terminal courses designed to prepare students to enter semiprofessional occupations or to offer general cultural courses as an extension of the general courses offered in the grades immediately preceding.

There are now public junior colleges in 33 States, most of them being under the control of local school districts. In several States the laws authorizing junior colleges under district control provide for their establishment and maintenance in connection with high schools. Legislation authorizing school districts to establish junior colleges provides for their maintenance through local taxation, but substantial State aid is provided in some of the States. In some States the establishment of junior colleges is limited by law to districts of certain size or wealth, in some they can be established only upon the approval of the State board of education or the State superintendent of public instruction, and in other States a majority consent of the electors in the districts is required.

The secondary schools are supported as are the elementary schools from local and State funds. In some States, however, there are separate State appropriations for elementary and for secondary schools.

General supervision or inspection of high schools by State school officials is provided by law in a majority of

[2] U. S. Department of the Interior, Office of Education, Legal and Regulatory Provisions Affecting Secondary Education Bulletin 1932, No. 17, Monograph No. 9, p. 29.

the States. The amount of supervision, however, varies among the States. In practically all the States the State department of education acts as the principal classifying and accrediting agency.

SUGGESTIONS FOR INVESTIGATION AND DISCUSSION

1. To what extent have the number of public high schools and the number of pupils in these schools increased in your State during the past 40 years?
2. To what extent has the high-school educational program in your State expanded within the past 40 years?
3. What subjects taught in the high schools of your State are required by law? By the State department of education?
4. What standards has your State department of education set up for the classification and accreditment of its high schools?
5. What is your State program for vocational education?
6. How much does your State appropriate for vocational education? How much does it receive from the Federal Government for vocational education?
7. To what extent have the high schools in your State been reorganized into junior and senior high schools or into undivided 6-year high schools?
8. How many public junior colleges are there in your State under district control?
9. What is the principal purpose of these junior colleges?
10. Should junior colleges be supported entirely by the local school district? Partly by the local school district and partly by the State? Entirely by the State?
11. What supervision does your State department of education exercise over the secondary schools of your State?

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What Provision Does Your State Make for Higher Education?

In every State there are one or more State-controlled institutions of higher education. The types of these institutions vary from State to State and may be classified generally as universities, colleges, professional and technical schools, teachers colleges, normal schools, junior colleges, and Negro colleges. For the United States as a whole there are 354 such institutions. In addition to the institutions directly under State control there are, including junior colleges, 202 higher educational institutions directly under the control of local communities.

There is a State university in nearly every State. The State university in most States has a comprehensive program which comprises many different fields of higher education, such as arts and sciences, agriculture, engineering, home economics, education, journalism, law, medicine, dentistry, and pharmacy. This list could be extended for the large State universities. In addition

to the offerings on the undergraduate level, many State universities offer graduate work leading to a master's or a doctor's degree in practially all the subjects offered by their arts and science colleges and their technical and professional schools.

In a large number of States there are, in addition to the State university, other types of State-controlled institutions of college grade, some of which frequently offer the same or similar courses. Twenty-four States maintain separate colleges of agriculture and mechanic arts, while the others provide for instruction in agriculture and mechanic arts in connection with their State universities. All but 7 of the States maintain teachers colleges or normal schools controlled by the State government. There are 186 such State teachers colleges or normal schools in the United States. Among other State-controlled institutions of college grade are technological colleges or schools of mines which are operated by 9 States. In 8 States there are State-supported colleges for women. The State-controlled junior college is another type of higher educational institution. There are 17 States which have one or more State junior colleges. In 18 States there are State-controlled institutions of higher education for Negroes. In all there are 31 such State institutions, the number in each of the 18 States ranging from 1 to 5.

State higher educational institutions are supported by legislative appropriations or by a special millage tax. Other sources of revenue include income from permanent funds or endowments and student fees. The Federal Government also contributes to the support of State agricultural and mechanic arts colleges for instruction in agriculture, mechanic arts, home economics, and other subjects, for scientific investigation in agriculture and extension service in agriculture and home economics.

An analysis of the receipts for current purposes of 556 publicly controlled institutions of higher education reporting for 1935–36 shows that 52.6 percent of the income is derived from State and local governments; 16.2 percent from the United States Government; 16.2 percent from student fees; 2.4 percent from endowment

incomes; 1.5 percent from private grants; and 11.1 percent from other sources. The receipts in that year from the States for the public higher education institutions amounted to $113,166,805, and from local governments, to $20,971,065. There are several States which also make appropriations to privately controlled institutions for certain specific purposes.

The receipts from the State in 1935–36 per person 18 to 21 years of age, inclusive, for higher education, amounted to $12.67, ranging from $3.03 in one State to $41.04 in another. In general, such amounts were greater in the Western States than they were in other sections of the country.

The provisions for the control of public higher education varies among the States; in each of 14 States there is a single board governing all the State higher education institutions; in each of the others, either a single board governs the institutions of a certain type or each institution has its own individual board; in a few cases the State board of education has control not only of elementary and secondary education but also of higher education, especially of teachers colleges.

SUGGESTIONS FOR INVESTIGATION AND DISCUSSION

1. How many institutions of higher education supported at least in part by public taxation are there in your State?
2. What different types of institutions of higher learning are there in your State?
3. What colleges or schools are maintained as part of the State university? What ones are separate institutions?
4. What institutions offer graduate work leading to a master's degree? To a doctor's degree?
5. What are the sources of revenue for the institutions of higher education in your State? How much is derived from each source? How much for each youth 18 to 21 years of age?
6. Does your State appropriate funds to privately controlled colleges for certain purposes? If so, for what purposes?

7. How many different boards are there in your State that have control of institutions of higher education? Is this plan satisfactory?

8. How many State-supported institutions in your State offer curricula in the same or similar fields?

9. What institutions are there in your State especially for the higher education of Negroes and what courses are offered?

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What Provision Does Your State Make for the Education of Exceptional Children?

"Exceptional children" are here defined as including the blind and partially seeing, the deaf and hard-of-hearing, crippled children, delicate children, speech defectives, the mentally handicapped, the gifted, and children presenting serious behavior problems.

Provision for the education of exceptional children has taken four general forms,[3] namely, (1) the residential or boarding schools which are generally reserved for the most serious cases; (2) special day schools or classes, which the children attend as they would any other day school; (3) special curriculum or other adjustment in the regular class; and (4) clinical facilities for the study of serious problems and application of remedial procedures.

Residential schools are of four major types: Schools for the blind, schools for the deaf, schools for the socially maladjusted (or juvenile delinquents), and schools for the mentally deficient. In addition, educational activities are carried on in many hospitals and homes for crippled or otherwise physically incapacitated children. Most hospitals for epileptics also make some educational provision for their patients. Residential schools for handicapped children are, with relatively few exceptions, considered a responsibility of the State. In some cases they are operated as an integral part of the public educational program of the State. In other cases they are operated under private auspices or in a

[3] U. S. Department of the Interior, Office of Education, Education in the United States of America, (Bulletin 1939, Misc. No. 3), p. 50.

State welfare department with varying degrees of coordination with the State's educational plan.

Most of the schools for delinquents are administered as welfare agencies apart from the regularly organized State educational system. "This is no doubt partly due to their associations in the past with reformatories and prisons and partly to the fact that social service plays so large a part in the treatment of juvenile delinquents. The conviction has been expressed by representative leaders in the field, however, that a closer integration of such schools with the public educational program would do much toward the acceptance of their charges as pupils to be taught rather than as delinquents to be punished." [4]

Special day schools or classes for various types of exceptional children have been organized in a large number of city school systems and in some rural districts. They are found less frequently, however, for gifted children and for children with behavior problems than for other types of children needing special adjustment.

In some school systems the attempt is made to adjust the curriculum of regular classes to the individual needs of *every* child and thus minimize the need for the organization of special classes. This procedure becomes increasingly difficult, however, as regular classes increase in size, for the teacher who has 40 or 50 children under her care can obviously not give as much individual attention to each pupil as the teacher in whose class there are only 25 children.

Child guidance clinics are increasing in number and have for their purpose the diagnosis and adjustment of emotional problems or unsocial behavior. Most of these clinics are community agencies serving children referred by various organizations, including the schools; but some have been organized as integral parts of the school system and are considered one element in the total guidance program of the school.

[4] U. S. Department of the Interior, Office of Education, Statistics of Special Schools and Classes for Exceptional Children, Washington, U. S. Government Printing Office, 1938. (Bulletin 1937, No. 2, vol. II, ch. VI.)

All special provisions for exceptional children cost money—more money than the amount required by the same community for the education of normal children. To meet this excess cost some States have provided by law for an additional amount of State aid to local communities in which special classes have been established for physically or mentally handicapped pupils. Supervision and advisory service by the State departments of education usually accompany this special subsidy. It is in States in which such provisions are made that the program of adjusted education for exceptional children has made the greatest progress.

SUGGESTIONS FOR RESEARCH AND DISCUSSION

1. How many handicapped children are there in your State? In your own community? For how many such children have special educational provisions been made?
2. What provision is made for such children in the small school districts in your State?
3. To what extent does and to what extent should your State assist in the education of mentally and physically handicapped children through (*a*) special financial aid to cover the excess cost involved; (*b*) administration and supervision of the program by qualified persons in the State department of public instruction?
4. What is the educational program in the schools for delinquents?
5. Should county and city schools for delinquent children be under the control of the county and the city school authorities? Should State schools for delinquents be under the control of the State department of education?

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What Provisions Are There for Adult Education in Your State?

Adult education is now considered a part of the public educational system in each of the States and is provided at various school levels: Elementary, secondary, and higher. Classes for adults have been organized for various purposes. Among these are to eradicate illiteracy; to provide vocational training; to provide general cultural courses to assist adults in understanding present-day political, social, and economic problems, and to assist parents in understanding home and family life.

Classes for adult illiterates have helped reduce the number of illiterates in every section of the country especially in those sections in which the percentage of illiteracy has been high. The teaching of adults merely

to read and write, important as such teaching is, has not been the final goal of adult education. The goal has been rather to help the adult to become "functionally literate," to help him become more vocationally efficient, to help him broaden his outlook upon life, and to help him understand his duties as a citizen.

To assist adults to increase their vocational efficiency, courses for adults in such subjects as agriculture, trades and industries, and home economics are a regular part of the school program in every State. Instruction of adults in the vocational subjects is considered necessary since agricultural and industrial conditions have changed so rapidly that it is very difficult for those who have not had broad training in the vocational field to adjust themselves to changed conditions without further training.

Adult education, however, should be broad enough to include more than vocational education. In order to help adults obtain wider cultural advantages, classes in the various school subjects, such as literature, mathematics, the languages, history, etc., are conducted in many school systems. Such courses aim to give the adult a broader outlook upon life so that he may see it more nearly as a whole than if he were to confine himself to certain limited areas.

There are also classes for adults that are directly concerned with civic education. Such classes have been organized in many communities and they have proved valuable in giving adults a better understanding of political, economic, and social problems. Within comparatively recent years adult-civic education has made notable progress through the development of public forums. Such forums have been demonstrated in every section of the country under the sponsorship of the Office of Education and many State departments of education have been active in promoting an understanding of the need for the organization of public forums in connection with the schools. Forums in which adults may participate are now considered by forward looking school people and by others with vision as an essential part of an adult education program since

they afford an opportunity for the open discussion of present-day local, State, national, and international problems.

The State-supported higher education institutions as well as the local public-school systems provide for the education of adults. Many of these institutions offer short special courses, and many of them have established extension centers at numerous places within the State where various kinds of courses for adults are conducted. A few of the State departments of education also conduct extension courses. Correspondence courses may be mentioned as another means provided by some State colleges and universities and by a few State departments of education for the education of adults. Radio broadcasts by public institutions is also another means for providing educational opportunities for the adult population. The education of parents in regard to home and family life in its every phase may be considered as part of the adult education program. In a few States, parent education programs have been established by legislative enactment and a number of city school systems and State colleges and universities offer courses especially for parents.

To assist in the promotion and administration of adult education programs in the schools of the States, some State departments of education have a supervisor or director of adult education. In almost all the other State departments of education there are staff members who, while they may not carry the title of supervisor or director, are charged with the duty of aiding in the promotion of courses for adults as part of the State's educational program.

SUGGESTIONS FOR INVESTIGATION AND DISCUSSION

1. Do the statutes of your State make specific provisions for adult education?
2. What city school systems in your State have adult education programs? What rural school districts have such programs? What subjects are offered?

3. Does your State department of education conduct extension courses? By what means are such courses given? In what subjects?
4. Do the State-supported higher education institutions in your State conduct extension courses for adults? By what means are such courses given? In what subjects?
5. In what communities of your State are there public forums supported by public funds?
6. What school districts in your State support organized classes in parent education?
7. Is there a director of adult education in your State department of education?

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